Welcome to Day 2
Building Leadership Teams

Amelia Van Name Larson

Shannon Harken

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Outcomes

Day Two Learning Objectives:
- Have practiced useful skills needed when working with a staff or individual around building consensus, infrastructure development, and implementation of RtI practices
- Have an expanded repertoire of strategies to use when providing support to colleagues at various levels of understanding and implementation with their practices
- Understand the role of a coach in supporting building-level RtI practices that increase student achievement
- Understand the critical steps in the collaborative data team meetings
- Understand the structure a team meeting must follow during benchmark meetings versus weekly meetings
- Have practiced useful skills needed when running team meetings
- Have created a network

Today's Team Time Importance

- RtI is unique in every building
- The role of the team is to apply learnings to your building situations
- One of the largest barriers within RtI is the TIME for planning.-Please make the most of what is provided today!
  ◦ BLANK action plans provided

Are you fired up?

About what?...

Simple Fact

- Before one can clearly support and embrace RtI, one has to know exactly what it is!

- Finding: Many times, RtI consensus and implementation difficulties stem from lack of understanding!

Setting the Stage

- Consensus building in schools and our professional development today, begins with clearing defining and describing RtI.
- Seems simple…but often differences are surfaced.

Activity:
Defining and Describing RtI

- Individual One Minute Write
  - How do you define/describe RtI?

- Partner Share
  - Share with a stranger! (No Stranger Danger HERE!) ☺
    - 1) Your definition and description
    - 2) Why do you think we had you do this exercise?

Consensus Building: Communication

- The problem with communication is the illusion that it has been accomplished.
  –George Bennard

NASDSE Definition of RtI:

The practice of providing
high quality instruction and intervention matched to student needs

using data *over time*

to make *important* educational decisions for ALL learners.

Many Definitions and Misconceptions Out There!

- Judy Elliott Clip
- Listen Carefully & Compare Your Response to Judy's
  - Star Validated Points
  - Take note of "newer" ideas
- Be prepared to share with Elbow Partner

Judy Elliot

3 Minute Reflection

- 1) Reflect with an elbow partner your comparison between your personal RtI description and Judy's.
- 2) As members of a leadership team, why is it important to do a "check-in" on individual's definitions and descriptions of RtI?

Consider Creating Similar Slides/Documents

Avoiding Myths…

- RtI IS:
  - A process designed to maximize student achievement
  - A method to deliver effective interventions earlier and efficiently
  - Focused on outcomes
  - About student progress

- RtI IS NOT:
  - A way to delay services to students
  - A way to avoid special education placement
  - A hoop to jump through to ensure special education placement

Further Clarification: Checking for Understanding

TIME FOR A GAME!

What else was I to remember?

Pyramid Game Show:

The original series, The $10,000 Pyramid, debuted March 26, 1973 and spawned seven subsequent Pyramid series (most with a full title format matching the original series, with the title reflecting the top prize increase from $10,000 to $100,000 over the years).

How many of you can visualize the pyramid game show?
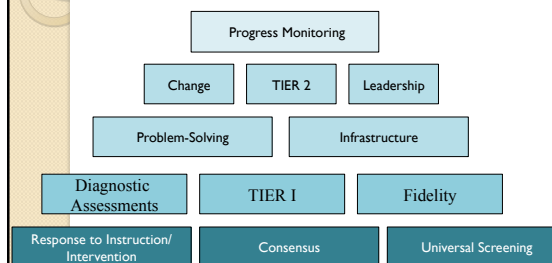
Pyramid Game Show-Insert Clip

Let's Review Pyramid

- Number off 1 and 2
- Number 1s turns their back to the screen
- Number 2s face the screen
- Number 1s will attempt to guess a series of words based on descriptions given to them by their Number 2 teammates.

Disclosure: We have no money!!!!

Let's Review Pyramid

Progress Monitoring

Change | TIER 2 | Leadership

Problem-Solving | Infrastructure

Diagnostic Assessments | TIER I | Fidelity

Response to Instruction/Intervention | Consensus | Universal Screening

Pyramid Game Revised

- Large group today
- Will put up a word or phrase
- 30 seconds to try to get your partner to say the word
- If you get it, give yourself a point
- If you don't…

HAVE FUN!

Response to Intervention/Instruction

Consensus

Tier 1

OR

Core

Screening Assessments

Leadership

Infrastructure

Vision

Tier 2

OR

Supplemental

Implementation

Tier 3

OR

Intensive

Diagnostic Assessments

Formative Assessments

Celebrate

Team Time Activity

- As a building team,
  - Discuss the following points and determine any possible actions (Plans Provided)
    - 1) Do you have a clearly stated RtI definition and can every staff member state it?
      - If not, discuss the potential problems and construct possible solutions.
      - If YES, document pointers for others on posters
    - 2) Would/Did your staff benefit from similar exercises in clarifying how one describes RtI or the components of RtI?
      - State your intended purpose of doing these exercises
      - When and how might you complete them?
      - How might you capture the "collective" descriptions?
      - If completed, document pointers for others on posters
    - 3) How would your constituents benefit from your work/ activities?
      - Parents
      - District Administration
      - School Board
      - Etc.

QUOTE

- "If we could first know where we are…we could then better judge what to do and how to do it."
  - Abraham Lincoln

RtI: Consensus Building Activities for Implementing Schools

- ✔ Must Be able to Define/Describe RtI
  - Sharing
  - Consider videos of others speaking about RtI and do comparison activity
- ✔ Know and Speak Fluently About the Key Components of RtI
  - Review Games: Pyramid

OTHER POINTS TO CHECK

- Clearly state the Vision
- Gain buy-in, but OWNERSHIP is better!

Vision

…is the capacity to create and communicate a view of a **desired state** of affairs that induces commitment among those working in the organization.

Thomas Sergiovanni, 1984
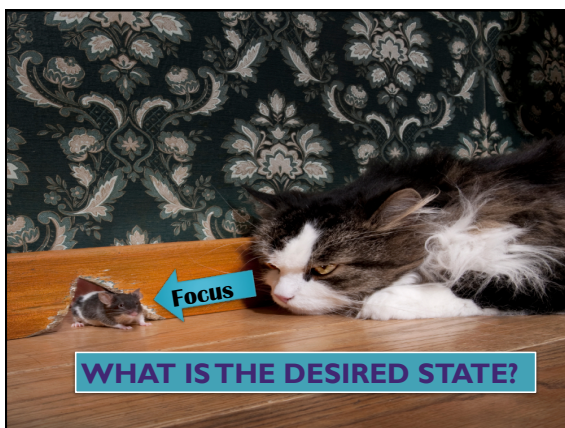
Having a Shared Vision

- Shared vision provides incentive to all involved.
- Shared vision provides coordination and focus to your actions. (Drives your decisions!)
- Shared vision promotes sustainability.

RtI Vision Considerations

- RtI Vision Statement- Addresses CONFUSION some are feeling when it comes to school improvement!

Success demands singleness of purpose.
Vince Lombardi

Focus

WHAT IS THE DESIRED STATE?

Vision for RtI

- The RtI vision for your school/district must be specific but connected to your district mission, values, etc.
- The RtI vision for your school/district needs to be shared.
- Having a shared vision makes the work easier and more meaningful.
- Think about who needs to be part of your "vision" conversation.
- Who needs to be part of the shared vision?

Example-
Lynnville-Sully RtI Vision:

Meeting all kids' needs in a timely, proactive manner.

Questions

- Has your team engaged in creating an RtI vision?
  - If so, what is it?-Poster Paper: Please Share
  - If not, see activity in building resource folder.

- Does your staff know the vision?
- Is your vision statement the anchor that drives decision making?

Provided Activity: (If Needed) Building a Shared RtI Vision

Step 1:
If you could create the school of your dreams, what would it look like? (Individually)
Step 2:
Share out and note commonalities.
Step 3:
Brainstorm possible vision statements.
Step 4:
Come to consensus on an RtI vision statement.
     (Fist-to-Five)

> Provided in Building Resource Folder

Building a Shared RtI Vision

Step 5:
Celebrate!
Step 6:
Discuss options.
  ◦ Repeat this process w/ staff OR keep vision and gain staff consensus
Step 7:
Measure consensus among staff on vision statement.
Step 8:
Determine other constituents.

RtI: Consensus Building Activities for Implementing Schools

- ✔ Must Be able to Define/Describe RtI
  ◦ Sharing
  ◦ Consider videos of others speaking about RtI and do comparison activity
- ✔ Know and Speak Fluently About the Key Compents of RtI
  ◦ Review Games: Pyramid

OTHER POINTS TO CHECK
- ✔ Clearly state the Vision
  ◦ Vision Writing Activity
- **Gain buy-in, but OWNERSHIP is better!**

Ownership Versus Buy In

- **Definition of Ownership:**
  "The right of possession."
  Definition of own (verb):
  "take responsibility for something"
- **Definition of Buy In:**
  "Pay to take part in something"
  Definition of buy (verb):
  "obtain something by sacrifice"

As a team discuss:
1) Which definition aligns best to a majority of your staff? *Ownership* or *Buy In* ….And why?
2) What impact does this have on consensus/ implementation?

Ownership Versus Buy In: Discussion

- Own things that align with the way you think/believe/deeply understand
- Buy in can come through compliance behaviors

How does a leadership team help move others from "buy in" to "ownership" of RtI? (1 minute brainstorm with elbow partner)
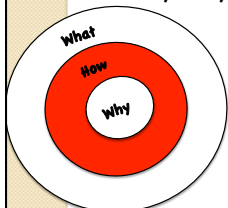

To Develop Ownership…

The Golden Circle: Introduction
- Simon Sinik

Why?
What is your purpose?
What's your cause? What's your belief?
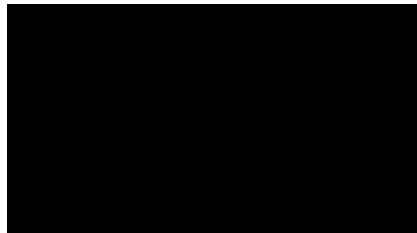Why do you get out of bed everyday?

How?
What infrastructure have we built to enable us to do the work?

What?
What is it that we want all students to know, understand and be able to do?
What's your proof it's working?

Golden Circle: Often Missing Crucial Element
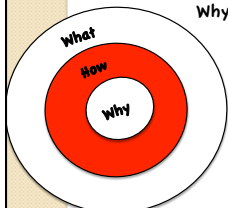

- http://www.youtube.com/watch?v=OVnN4S52F3k

The Golden Circle: Discuss

1) Answer the "Why" question(s)
2) When's the last time your team and staff discussed the "WHY" behind the way you do business?

Why?
What is your purpose?
What's your cause? What's your belief?
Why do you get out of bed everyday?

How?
What infrastructure have we built to enable us to do the work?

What?
What is it that we want all students to know, understand and be able to do?
What's your proof it's working?

Developing Ownership

- Revisit your Guiding/Core Principles
Check for evidence of understanding and implementation of those Guiding/Core Principles
  - 2 Activities to Consider
    - 1) RtI Guiding Principles Activity (Heartland AEA Revised for NH)
    - 2) Core Principles Activity (Pasco County, Florida)

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7 Guiding Principles: NH Interactive RtI Guide

1. All students are part of ONE proactive educational system.
2. Scientific, research-based/evidence-based instruction is used.
3. Instructionally relevant, valid and reliable assessments serve different purposes
4. A systematic, collaborative method is used to base decisions on a continuum of student needs.
5. Data guide instructional decisions.
6. Staff receive professional development, follow-up modeling, and coaching to ensure effectiveness and fidelity at all levels of instruction.
7. Leadership is vital.

Core Principles

current practices in your building and rate the degree of evidence that exists. (3) Select one core principle and identify the resources and barriers that reflect the selected core principle. (4) Select a barrier(s) and brainstorm ways to eliminate the barrier(s). (5) Develop an action plan to eliminate the barrier(s).

CORE PRINCIPLES	My Understanding			Practices in My Building		
				Clear Evidence	Some Evidence	No Evidence
ALL students are part of ONE proactive educational system						
Scientifically validated programs and evidence-based instruction and intervention						
Data Based Decision Making using a Comprehensive Assessment System						
Collaborative problem-solving framework to make decisions based (key stakeholders)						
Quality professional development and follow-up modeling, coaching to ensure effective instruction at all levels of instruction.						
Leadership is Vital: Visible Support						

CLEAR EVIDENCE = Fully Implemented and in Place; SOME EVIDENCE = Work has Started and is Ongoing; NO EVIDENCE = No Work has Been Do

Building Resource Packet

RtI Guiding Principles

Guiding Principle	Clearly Evident	Somewhat Evident	Not Evident	Comments
1. ALL students are part of ONE proactive educational system				
2. Scientific, Research-based instruction is used				
3. Instructionally relevant, valid, and reliable assessments serve different purposes				
4. Use a problem-solving method to				

Building Resource Packet

Consider: Learning Together

In the Future: Read and discuss

- Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools-A Leadership Brief, Learning First Alliance, March 2003

- The Why Behind RTI, Austin Buffum, Mike Mattos and Chris Weber (ascd.org publications)

October 2010/Vol. 68/Number 2

Interventions that Work Pages 10-16

Article: The Why Behind RTI
Austin Buffum, Mike Mattos, and Chris Weber

- www.ascd.org
  - http://www.ascd.org/publications/educational-leadership/oct10/...
- "Response to Intervention flourishes when educators implement the right practices for the right reasons."

Doing the Right Work for the Right Reasons

"The secret to capturing the right way of thinking about RTI comes down to answering this question: **Why are we implementing Response to Intervention?**

The answer lies **in why we joined this profession in the first place—to help children.** Our work must be driven by the knowledge that **our collaborative efforts will help determine the success or failure of our students**. RTI should not be a program to raise student test scores, but rather a process to realize students' hopes and dreams. It should not be a way to meet state mandates, **but a means to serve humanity**. **Once we understand the urgency of our work and embrace this noble cause as our fundamental purpose, how could we possibly allow any student to fail?"**

The Why Behind RtI Activity: Discuss How the Wrong and Right Questions Impact Consensus Building

Wrong Questions	Right Questions
1) How do we raise our test scores?	1) What is the fundamental purpose of our school?
2) How do we "implement" RTI?	2) What knowledge and skills will our children need to be successful adults?
3) How do we stay legal?	3) What must we do to make learning a reality for every student?
4) What's wrong with this kid?	

Why Consensus…We need the "players" wanting to be on the field!

Effective Teacher Research-

- "The teacher's influence on student achievement scores **is twenty times greater than any other variable**, including class size and student poverty."

(Fallon, 2003)

RtI: Consensus Building Activities for Implementing Schools

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OTHER POINTS TO CHECK

- ✔ Clearly state the Vision
  - ◦ Vision Writing Activity
- ✔ Gain buy-in, but OWNERSHIP is better!

STRONG FOUNDATIONS ARE VITAL!

Vision/Mission

Guiding Principles
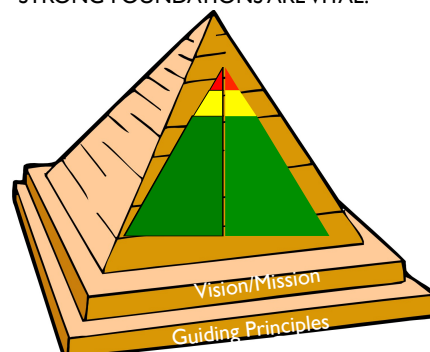
School Level Consensus-Building Assumptions

- Schools have time and support available to build consensus.
- Schools understand the process and importance of building consensus before moving ahead with infrastructure and implementation.
- Schools need access to consensus building tools.

NASDE/CASE Blueprint: Response to Intervention

Phases of RtI Implementation

- Building Consensus ✔ (Several Activities Provided, On-going Process)
- Developing Infrastructure
- Implementing RtI
- Fidelity of Implementation

Interactive Guide to RtI, NHDOE

Phases of RtI Implementation

- Building Consensus
- Developing Infrastructure
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Interactive Guide to RtI, NHDOE

The Often Forgotten Stage: Fidelity of Implementation

- Ensuring that universal screening, progress monitoring, and evidence based curriculum and instruction are implemented with fidelity is crucial in establishing a systematic RtI framework. Student achievement can be deeply affected, for example, by whether an intervention or assessment is delivered with the accuracy and integrity with which it was developed.
- – Interactive Guide to RtI, NHDOE

Self Evaluation Tools

- Because organizations only improve…

  "where the truth is told and the brutal facts confronted"

  Jim Collins

RtI Implementation: Comprehensive Measures

- Many Implementation Evaluation Tools
- Provided:
  - NASDSE School Level Blueprint (pp49-65)
  - P-SAPSI (Pasco, Florida)
  - RtI Implementation Rubric-School Level (Colorado)
  - Multi-Tiered Systems of Supports: Innovation Configuration Matrix (Kansas)
  - RtI Readiness & Implementation: Self Assessment Tool (Pennsylvania)

Activity Time: Test Driving 3 Evaluation Tools

1. NASDSE School Level Self Evaluation Portion of Blueprint
   - Consensus
2. Colorado RtI Implementation Rubric (School Level)
   - Leadership
3. Pasco County, Florida Tier Evaluation Tool
   - Tier 1 (Core)

Determine:
1)Facilitator
2)Recorder

Tool 1- NASDSE School Level Blueprint

- pp 49-51 Provided: Consensus Building Self-Evaluation
- Discuss Actions and Steps Provided
- Rate Your Level of Implementation
- Revisit earlier activities today and determine where they may fit into your action planning.

Determine:
1)Facilitator
2)Recorder

Tool 2 - RtI Implementation Rubric School Level (Colorado): Section 1: Leadership

- **The purpose of the rubrics is to:**
  1. serve as an informational resource (i.e., blueprint, roadmap of RtI implementation)
  2. measure fidelity of RtI implementation
  3. assist with planning for an action plan or school improvement plan

  Growth stages: Where are we at in our journey?

- **Emerging-** The goal of this stage is to build consensus and buy-in for RtI implementation.
- **Developing-** This stage involves designing the infrastructure to implement RtI.
- **Operationalizing-** During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing-** Within this stage, the model is embedded and done with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

RtI Implementation Rubric-School Level (Colorado): Section 1: Leadership

- Test Drive Time

Work as a leadership team to discuss and answer the questions 1-6 on pages 3 and 4.

Determine:
1)Facilitator
2)Recorder

Tool 3 –
Evaluation of Each Tier: A Closer Look at the Details

- Pasco County, Florida 2010
- Provides Coaches a Series of Guiding Questions When Evaluating the Tiers
- Powerful Conversation Opportunity
- Detailed Evaluation-Leads to Strategic Planning

Begin with Tier 1: Conversation

- Turn to an elbow partner
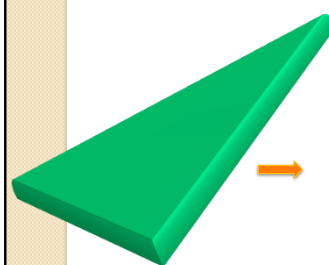 - Take turns defining Tier 1
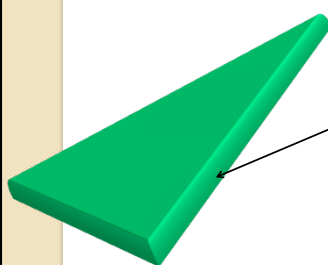
TIER I:
Visible Learning

Tier 1
GOAL: 100% of students achieving at high levels

Tier I: Implementing well researched programs, practices, routines demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if _at least_ 80% are meeting benchmarks with access to Core/Universal Instruction.

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Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn ?
2. How will we know if and when they've learned it?
3. How are we going to teach it?
4. How will we respond when some students don't learn?
5. How will we respond when some students have already learned?

Questions 1-3 help us ensure a guaranteed and viable core curriculum

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Teaching is Complex: Partner Share

- What knowledge and skills do teachers need to have to address these questions: (2 min. each!)

Questions	Knowledge and Skills
What exactly do we expect all students to learn ?	
How will we know if and when they've learned it?	
How are we going to teach it?	
How will we respond when some students don't learn?	
How will we respond when some students have already learned?	

DISCUSS Knowledge and Skills Teachers Need:

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How are we going to teach it?
4. How will we respond when some students don't learn?
5. How will we respond when some students have already learned?

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

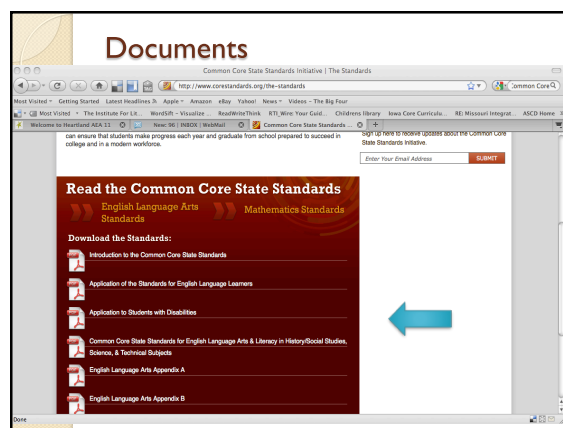| Questions	Knowledge and Skills
What exactly do we expect all students to learn ?	Curriculum: "The What" *Benchmarks/Standards *Power Standards *Expected Pace

Curriculum: The What

- Common Core Standards: Math and Language Arts
- corestandards.org
- *NCTM Standards website also very good for additional resources for math!
- *RtI Action Network

Let's start with Curriculum: The What

Documents

Documents/Question

- Common Core Provides Guidance
- Should "narrow our focus"

Question: How much time has been spent reviewing the Common Core Standards?
  ◦ Is your "what to teach" clearly articulated?

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

Questions	Knowledge and Skills
How will we know if and when they've learned it?	Assessment *Which data should be collected to measure the target (s)? *How do I give the assessment? *How good is good enough on the assessment?

Connection to Guiding Principles

3. Instructionally relevant, valid and reliable assessments serve different purposes.

- Screening assessments collect data to identify low- and high-performing students at risk of not having their needs met.
- Diagnostic assessments gather information from multiple sources to determine why students are not benefiting from instruction.
- Formative assessments guide instruction through the frequent, ongoing collection of both formal and informal data.

Limitations of Standards and Assessments

- If we just concentrate on the "what we teach" and how we assess it, will we reach our "desired state"?
  - Why or Why Not

- Discuss at your table

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

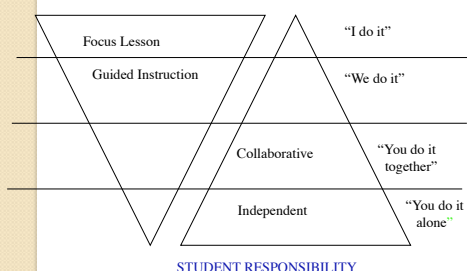| Questions	Knowledge and Skills
How are we going to teach it?	Instruction- •Provide a safe and engaging environment (Management) •Determine clear expectations •Know and implement with fidelity, agreed upon research-based instructional routines. •Use Whole/Small Groups •Use data to guide instructional decisions •Provide feedback •Use a Structure for Instruction: (i.e. Gradual Release Model)

Better Learning Through Structured Teaching *by Douglas Fisher and Nancy Frey*

- Individually Read Chapter 1(in handouts)
  - Star 3- "Take Aways"

At your table:
  - Take turns sharing one Take Away

- Review pages 5 and 6 Figures 1.2, 1.3 and 1.4
  - Discuss which figure represents the majority of the classrooms in your building?

TEACHER RESPONSIBILITY

Focus Lesson	"I do it"
Guided Instruction	"We do it"
Collaborative	"You do it together"
Independent	"You do it alone"

STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Fisher & Frey, 2006

Focus Lesson: "I do it"

- Establish purpose for ALL
- Model expert thinking
- Typically lasts 15 minutes or less

Focus/ "I do it!"

- "Today we're going to learn a strategy that will help you figure out the main idea of a piece of text. We've been working on summarizing what we read and in order to summarize we need to be able to pull out the most important parts of the text. Most paragraphs have a main idea that the author wants us to remember. Otherwise, why would the author include that paragraph in his/her writing if he/she didn't want us to remember an important point from it? The main idea is the most important part that the author wants you to remember from a paragraph. By the end of this lesson, you will be able to tell me the main idea of several paragraphs."
- "I'm going to read aloud this piece of text*. At the end of each paragraph, I'm going to stop and ask myself two questions, "Who or what is this paragraph about?" and "What's the most important thing about the who or what in this paragraph?" If I can answer those two questions, I probably understand the main idea the author wanted me to get out of that paragraph."

See Handout!

Modeling and Purpose

"Let me show you."
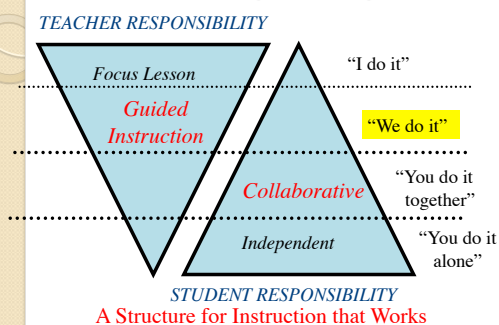

Why Do We Model?

TRANSPARENCY

Students are invited into the mind of someone who can already solve the problem or use the skill/strategy.

Modeling Elements

- Name the strategy, skill, or task.
- State the purpose of strategy, skill, or task.
- Explain when the skill, strategy or task is used.
- Use analogies to link to prior knowledge.
- Demonstrate how the skill, strategy, or task is completed.
- Highlight errors to avoid.
- Self-assess.

Gradual Release of Responsibility

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY
A Structure for Instruction that Works

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Guided Instruction: "We do it"

- Can be done with whole group, or small purposeful groups based on assessment information
- Students share common instructional need
- Teacher strategically uses cues, prompts, and questions

"We do it!"

- "Now, for the next couple of paragraphs, you're going to help me figure out the who or what of each paragraph and the most important thing about the who or what of each paragraph."

- Read aloud the next couple of paragraphs, stopping to get responses from students. Record their responses.
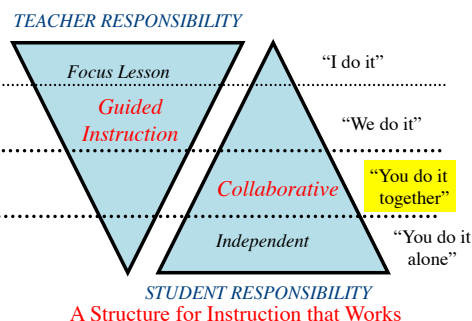
See Handout!

Guided Instruction

"You try it, and I'll be there to help you with the tricky parts."

Guided Instruction

- Students begin to take on what they have begun to learn
- Often, they "use but confuse"
- Teacher is there to help with the tricky parts
- Strategic use of questions, prompts, and cues

Gradual Release of Responsibility

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

STUDENT RESPONSIBILITY

A Structure for Instruction that Works

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Collaborative (Productive) Group Work: "You do it together"

- Small groups of 2-5 students working together (heterogeneous)
- Students consolidate their thinking and understanding.
- Review of previous knowledge and apply knowledge to new settings
- Interact and negotiate their understanding with peers
- Individual accountability

"You do it together!"

- Distribute sticky notes to students. Let students work in pairs. Discuss their responses as a group.
- "For the rest of this piece of text*, you're going to work with a partner and use sticky notes after each paragraph to record who or what is the paragraph about and what's the most important thing about the who or what."

See Handout!

Slide 1

**Knowing what to look for:
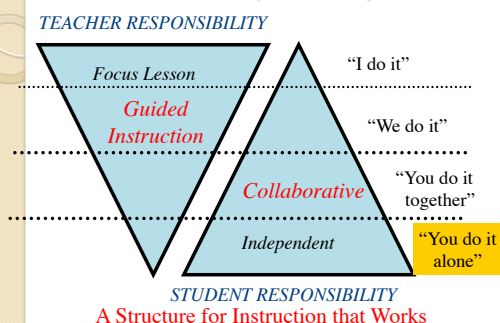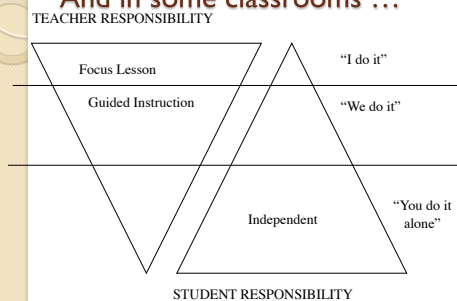Productive group work in action**

How do you know productive group work when you see it?
How do you know productive group work when you hear it?

Slide 2

Purposes of Productive Group Work

- Students are consolidating their understanding
- Negotiating understanding with peers
- Engaging in inquiry
- Apply knowledge to novel situations

Slide 3

Gradual Release of Responsibility

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"
Guided Instruction — "We do it"
Collaborative — "You do it together"
Independent — "You do it alone"

STUDENT RESPONSIBILITY
A Structure for Instruction that Works

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Slide 4

Independent: "You do it alone"

- Newly (or barely) learned tasks do not make for good independent learning.
- Requires individual application of information **previously** taught
- Opportunity to apply knowledge in a new way
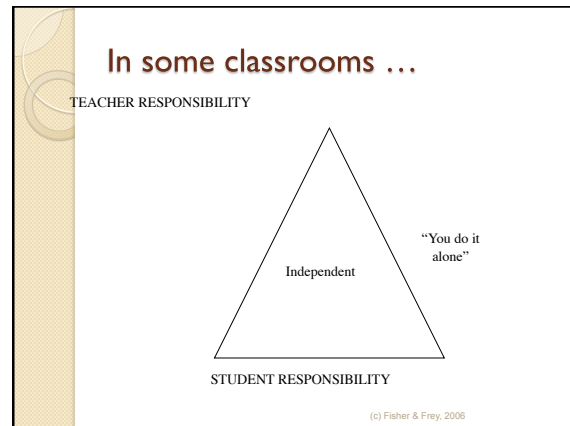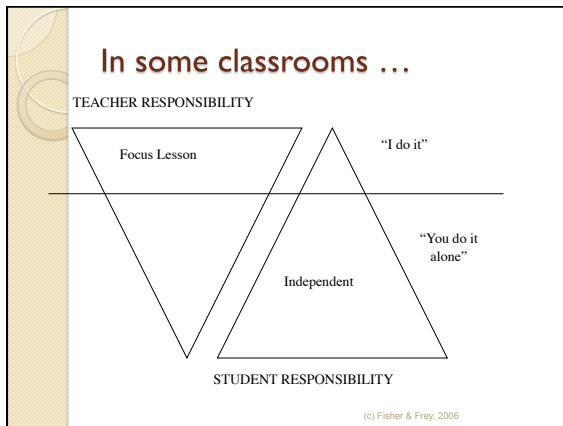
Slide 5

"You do it alone!"

- "When we start our next story, I'm going to ask you to use sticky notes to show me the main ideas you think the author wanted us to take away from the text.

See Handout!

Slide 6

**Current practices vary ....
And in some classrooms ...**

TEACHER RESPONSIBILITY

Focus Lesson — "I do it"
Guided Instruction — "We do it"
Independent — "You do it alone"

STUDENT RESPONSIBILITY

(c) Fisher & Frey, 2006

In some classrooms …

TEACHER RESPONSIBILITY

Focus Lesson

"I do it"

"You do it alone"

Independent

STUDENT RESPONSIBILITY

(c) Fisher & Frey, 2006

In some classrooms …

TEACHER RESPONSIBILITY

"You do it alone"

Independent

STUDENT RESPONSIBILITY

(c) Fisher & Frey, 2006

Activity: Elbow Partner

- Do you currently have some type of "structure for instruction"?
- How would (or does) "a structure" benefit your teachers and students?

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

Questions	Knowledge and Skills
How will we respond when some students don't learn?	Use Problem-Solving Process

1. Problem Identification- *What's the problem?*

4. Response to Instruction- Intervention- *Is it working?*

2. Problem Analysis- *Why is it occurring?*

3. Intervention Design/Implementation- *What are we going to do about it?*

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

Questions	Knowledge and Skills
How will we respond when some students don't learn? (Continued)	*Use of Problem-Solving Process *How to "Beef up/Shore up" the core! –More explicit instruction, -More modeling, -More guided practice, -More feedback *Check Structure for Instruction *Consider additional levels of support (Tiers)

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

Questions	Knowledge and Skills
How will we respond when some students have already learned?	*Use of Problem-Solving Process

1. Problem Identification- *What's the problem?*

4. Response to Instruction- Intervention- *Is it working?*

2. Problem Analysis- *Why is it occurring?*

3. Intervention Design/Implementation- *What are we going to do about it?*

Teaching is Complex

- What knowledge and skills do teachers need to have to address these questions:

Questions	Knowledge and Skills
How will we respond when some students have already learned? (Continued)	*Use of Problem-Solving Process *Alternate Pacing & Activities *Extension of Grade Level Core When Needed

---

Tough Lesson Learned…

In absence of high quality instruction…

the RtI framework is insufficient – it will not work!

Team Emphasis Embedded

Tier I: Begins with clear goals:

1. **What exactly do we expect all students to learn?**
2. **How will we know if and when they've learned it?**
3. **How are we going to teach it?**
4. **How will we respond when some students don't learn?**
5. **How will we respond when some students have already learned?**

"A successful face-to-face **team** is more than just collectively intelligent. It makes everyone work harder, think smarter and reach better conclusions than they would have on their own."

James Surowiecki
The Wisdom of Crowds

"Teachers who participate in structured dialogues to analyze student work and solve problems in their schools are more likely to implement positive changes in their teaching practice and improve their students' achievement"

-Collaboration: Closing the Effective Teaching Gap, 2009

(Berry, Daughtrey, Wieder)

TIER I: Link to RtI Definition

PROVIDING HIGH QUALITY INSTRUCTION and INTERVENTION

- Attend to academic and social-emotional learning
- Unwrap standards and benchmarks (Know and Do)
- Identify big ideas we want students to remember (Understand)
- Write E.Q. to guide instruction and assessment
- Use research-based instructional practices and routines (Art & Science)

USING DATA OVER TIME

- Establish clear learning targets and share them with students
- Conduct checks for understanding
- Ask higher order questions requiring explanation with "Student Accountable Talk" to justify thinking and explain logic
- Use benchmark, progress monitoring, diagnostic data (formative/ summative)

TO MAKE IMPORTANT EDUCATIONAL DECISIONS

- Make necessary adjustments of core, supplemental, intensive instruction
- Be responsive to the instructional needs of students – differentiate
- Problem Solve, evaluate outcomes, evaluate programs, practices

Effective Tier 1: Many Layers

Florida DOE: Instructional Review Doc

III. Lesson Planning and Delivery

- Teachers follow instructional pacing guides that are aligned with the standards.
- Essential Questions are written in student friendly language, posted in the classroom, and referred to during every lesson to build connections between activities and learning.
- Teachers unpack standards to determine the content, knowledge, and abilities expected at each grade level or with a course of study.
- Teachers develop lesson plans using a research-based lesson format that **promotes a gradual release of responsibility.**
- Teachers **follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a** lesson assessment.
- Teachers use the *Test Item Specifications to select examples for use during explicit instruction, modeled instruction, guided practice, independent practice,* and lesson assessment for instruction of benchmarks.
- Lesson delivery is appropriately paced and allows students sufficient opportunity to practice new skills and strategies with adjustments to instruction as appropriate to meet student needs.
- The re-teaching of previously taught material is seamlessly integrated and students are provided opportunities to apply prior knowledge to new content/concepts and to real word context.
- Teachers share lesson ideas and evaluate the effectiveness of lesson planning and delivery through common planning time, the Lesson Study Process, and Professional Learning Communities (PLCs).

> See Handout: Building Resource Folder

Evaluation of Tiers: Test Drive

- As a team, start with Tier 1 Evaluation Section (Questions 1-13)
  - Facilitator
  - Recorder
- Determine
1) Strength(s)
2) In need of attention area(s)

> Determine:
> 1)Facilitator
> 2)Recorder

Team Conversation

1. Explore the remaining RtI evaluation documents.
2. Discuss how your team currently evaluates RtI implementation.
3. Determine if/how/ when your team may use these new documents to assist in developing or refining current evaluation practices.

> Document on Action Plan!

Sharing Time: Guided Self Reflection

- Find a stranger in the room
- Share
  - 1-2 new or confirmed thoughts about RtI Implementation Evaluation
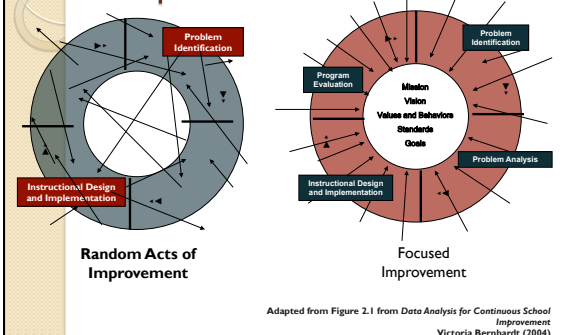 - Your building's conversation around possible next steps

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Self Evaluation Tools

- Because organizations only improve…

  "where the truth is told and the brutal facts confronted"

  Jim Collins

Random vs Focused Acts of Improvement

Random Acts of Improvement

Focused Improvement

Adapted from Figure 2.1 from *Data Analysis for Continuous School Improvement*
Victoria Bernhardt (2004)

7+ Steps PS/Strategic Planning

- Step 0: Prerequisites
- Step 1: Goal Setting
  - (Problem Identification)
- Step 2: Drivers and Barriers
  - (Problem Analysis)
- Step 3: Prioritize Barriers and Develop Hypothesis and Prediction Statements to Frame Future Actions
- Step 4: Brainstorm strategies to reduce or eliminate the barrier selected

---

7+ steps PS/Strategic Planning

- Step 5: Design a concrete Plan of Action, specifying who, will do what, and by when
- Step 6: Establish detailed procedures for follow-up and evaluation of progress
- Step 7: Develop plan for evaluating process-(communicate, assess implementation and results, and celebrate)

Test Drive

- 7+ steps PS/Strategic Planning

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2. The BIG Ones:
Data System & Data Driven Decisions

Step Zero

- Common data sources are agreed upon (administered the same way, around the same time)
- Teams understand how common data sources selected align to improvement efforts and desired outcomes
- Data sources directly inform important decisions and address questions the team asks
- Data are readily available, organized, and presented in a format that is understood by all participants

If you want to find out what students know and can apply, complex performances are required."
Alan November

Small Group Problem Solving/ Strategic Planning

STEP 1: GOAL Setting *(Problem Identification)*
Difference between desired and current reality
- Identify desired goal in concrete, descriptive, behavioral terms

EXAMPLE
- ***Desired Level/Goal:*** 62 % of the students proficient in reading on the FCAT
- ***Current Level:*** 57% of the students were proficient in reading on the FCAT
- ***Benchmark Level***: 79% of the students proficient in reading on the FCAT

SMART GOALS

S pecific, strategic
M easurable
A ttainable
R esults-oriented, realistic
T ime-bound

Drivers and Barriers

SELF-STUDY

Procedures:

- **R:** Review/Reflect
- **I: Interview**
- **O:** Observe
- **T:** Test

Assessment Domains

- **C:** Curriculum
- **O:** Organization
- **I :** Instruction
- **L:** Learner
- **E:** Environment

- *"And let's focus on behaviors, not just test scores – in other words, measure what the grownups do. We need to set as many standards for the adults . . .as we do for kids."*
  - Douglas B. Reeves in *Harvard Education Letter,*
  - March/April 2002

Classroom Observation –
Baseline 2009-2010

LESSON CONTENT	BOARD CONFIGURATION	CLASSROOM LIBRARIES	USE of INSTRUCTIONAL MATERIALS
Energetic Pacing **26%**	Essential Question, **85%**	Yes **54%**	Traditional
Activating Strategy **10%**	Word Wall **50%**	No **46%**	Overhead White Board Worksheets Textbooks **88%**
Distributive Practice **15%**		CLEAR OF CLUTTER	Non-Traditional
Summarizing **8%**	Graphic Organizers **14%**	Yes **64%**	Computer/Web based Inquiry-Based Real world objects Video Clips
Extending and Refining **1%**		No **36%**	**12%**

Classroom Observation (cont.)

SEATING	STUDENT WORK	STUDENT ACTIONS	ENGAGEMENT
Rows **75%**	Low Complexity **82%**	Listening **57%**	Highly Engaged - **19%**
Pairs/Trios/Quads **25%**	Moderate Complexity **19%**	Reading **37%**	Well Managed - **71%**
	High Complexity **8%**	Speaking **22%**	Dysfunctional - **10%**
		Hands On **8%**	
		Writing **57%**	

Small Group Problem Solving/ Strategic Planning

Step 2: Drivers and Barriers *(Problem Analysis)*

What's in the way? How can we remove/reduce barriers?
- Analyze existing data (e.g., DAIR Indicators, Learning Walks)
- Brainstorm and record all drivers (resources/ideas) and all barriers obstacles that must be overcome or reduced (Drivers and Barriers)

DRIVERS	**BARRIERS**
✓ Coaching staff to support teachers	✓ Implementation of gradual release of responsibility model with fidelity
✓ Time reserved for professional development and common planning	✓ Implementation of content literacy strategies across content areas
✓ Formative assessment tools	✓ Use of higher order thinking skills
✓ Researched based curriculum	✓ Vocabulary/Background Knowledge
	✓ Alignment of Standards, Instruction, and Assessment

Free Flow of Ideas

Small Group Problem Solving/ Strategic Planning

- Step 2: Drivers and Barriers *(Problem Analysis)*

What's in the way? How can we remove/reduce barriers?
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✓ Formative assessment tools	✓ Use of higher order thinking skills
✓ Researched based curriculum	✓ Vocabulary/Background Knowledge
	✓ Alignment of Standards, Instruction, and Assessment
	✓ Lesson planning

Important Barrier
Research Based

Small Group Problem Solving/ Strategic Planning

Step 3: Prioritize Barriers and Develop Hypothesis and Prediction Statements to frame future actions
- Cluster and select from the list of barriers
- ✓ Select an important barrier – Alterable & Related to Goal
- ✓ In early stages of skill development, choose something likely to be workable –
  - ○ other barriers can be selected later
- ✓ Generate Hypothesis and Prediction Statement

EXAMPLE: Chosen Barrier
- Implementation of literacy strategies across all content areas
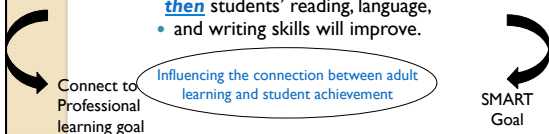
Hypothesis & prediction statement:
- *If* we implement literacy strategies across all content areas, *then* students' reading, language, and writing skills will improve.

Small Group Problem Solving/ Strategic Planning

Hypothesis and Prediction Statement to frame future actions

Hypothesis & prediction statement:
- *If* we implement literacy strategies across all content areas,
  - *then* students' reading, language,
    - and writing skills will improve.

Connect to Professional learning goal

Influencing the connection between adult learning and student achievement

SMART Goal

Improvement Strategies Include

- Use of instructional best practices
- Curriculum alignment
- Development & use of common assessments
- Embedded Professional development
- Process improvements
- Systemic interventions

Small Group Problem Solving/ Strategic Planning

Step 4: <u>Brainstorm</u> strategies to reduce or eliminate the barrier selected
- Importance of content expertise and knowledge of research

EXAMPLE:
- Provide professional development, modeling and coaching support for use of literacy strategies across content areas
- Teachers implement mini-lessons focusing on teaching pre-, during-, and after- literacy strategies
- Language Arts, Social Studies, Mathematics, and Science teachers provide direct, explicit instruction in prefixes, suffixes, and roots utilizing content-specific, grade level vocabulary
- Reading Teachers provide direct, explicit instruction in prefixes, suffixes, and roots for students enrolled in reading intervention using both instructional and grade level vocabulary.

Small Group Problem Solving/ Strategic Planning

Anticipate Barriers

Step 5

Design a concrete plan of action, specifying <u>who</u>, will do <u>what</u>, and by <u>when</u>
- Contract for action
- Name or title
- Detailed description
- Specific date

Step 6

- Establish <u>detailed</u> procedures for follow-up & evaluation of progress
- Prompts for action
- Periodic updates
- Additional support
- Modification or New action plan

ACTION BIAS

- Ready, Fire, Aim

Do not get caught in 'Analysis Paralysis' syndrome. Plan what you want to do, and then take Action and GO. You can always adjust after you have started.
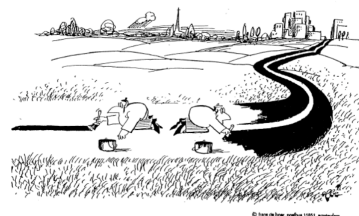
Michael Fullan, 2009

Beware of Fat Plans
- The size and the prettiness of the plan is inversely related to the quality of action and the impact on student learning.

- Reeves, 2009

No Action Plan?

Small Group Problem Solving/ Strategic Planning

Step 7: Develop plan for evaluating progress – (Communicate, assess implementation and results, share results, and celebrate)
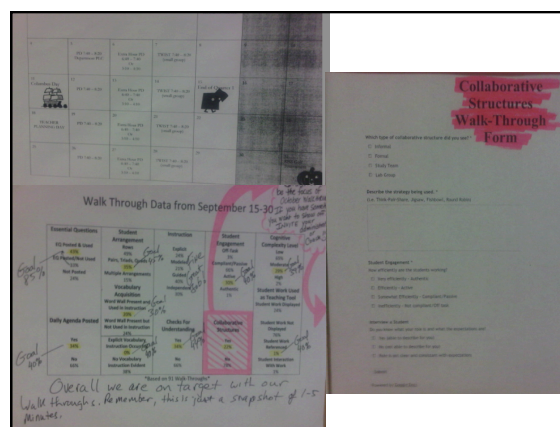
EXAMPLE:

Have we implemented the action plan as designed?

Has the implementation of literacy strategies across content increased?

Has the implementation of Instructional practices Impacted student Proficiency level?

- ✓ Walk-through data
- ✓ Teacher Surveys
- ✓ Student Interviews

- ✓ FAIR and FCAT data

Test Drive: PS/Strategic Thinking and Planning Protocol Sheet

- Review the 3 RtI Evaluation tools
- Determine one problem or issue as a team to address
- Complete the provided protocol sheet
  - For Step 2: Additional Handout provide: COILE, RIOT
- Reflect how this activity differed from past meetings

Benchmark Meetings VS Weekly Meetings: Discuss

- What is the content difference between benchmark meetings and daily/weekly meetings that your teachers are or will be having?

BENCHMARK
School-wide PS Meetings

PURPOSE:

School-wide PS Meetings turn data into action for ALL students

- To determine the effectiveness of the *core* programming

  AND

- Make necessary adjustments to the core programming if it is not meeting the needs of most students and subgroups (at least 80%)

General Questions for Grade Level /Department Teams

- How effective is the core curriculum/instructional routine for all students?
- How effective is the core curriculum/instructional routine for subgroups of students?
- Do data indicate areas in need of professional development/ interventions for the entire grade/class?
- Have we identified ways to provide a first dose of differentiated instruction in our Tier I?
- Which students may require differentiated instruction?

BENCHMARK
General Features

When: 3 times per year (following collection of your school-wide benchmark data)

Who: Principal, PS/RtI Coach, Literacy Specialist, ESE Coach Counselor, Grade Level Team (could also include Special Education Teacher, ELL Teacher, School Psychologist…)

BENCHMARK
General Features

What: Use grade level data to answer questions about core instruction

Outcomes: Identify prioritized areas of need for the core curriculum **AND** develop a plan (with a goal) for improving schoolwide achievement

Slide 1 — Focus

Focus

To thrive in this world will require of us a new skill. Not drive, not sheer intelligence, not creativity, but *focus*.

Marcus Buckingham, *The One Thing You Need to Know*

We don't talk about individual students at Benchmark PS Meetings because…
Benchmark PS Meetings turn data into action for <u>ALL</u> students

Slide 2

Is our core curriculum/instructional routine sufficient in reaching students? Why? Why Not?

What percent of students are achieving standards/benchmarks (80-90%)? What percent of students in subgroups are achieving standards/benchmarks (80-90%)?

Which students made annual growth? Which students failed to make annual growth? For which subgroups is the core not sufficient?

Have we identified ways to adjust our curricular and instructional practices to "shore up the core"?

How do we identify which grades/classrooms may require extra assistance?

Is there a need for more professional development for a particular area of instruction? Is there a need for more intensive coaching?

Are materials allocated to maximize learning? What makes the materials relevant and challenging?

How is the instruction rigorous, relevant? What is the evidence that is challenging?

Do the students have sufficient access to the curriculum? How are the learning activities varied? How are students expected to interact with each other? With the teacher?

Slide 3

Tier One Meeting agenda

Purpose of meeting: To determine the effectiveness of the core program and make necessary adjustments. Determine if your system is moving children toward benchmark goals.

- Review team norms
- Review purpose for meeting

1) **Is our core program sufficient for most students?**
   a) Review and analyze benchmark screening data.
      i) How does this round of screening data compare to screening data from earlier in the year or last year?
      ii) What trends do you see in these data?
   b) Review and analyze core program assessments.
      i) Are students making adequate progress?
      ii) What is the class average score in each category?
      iii) When analyzing weekly tests, look at the total questions given weekly in the unit and compute percentage passed. Are 80% of students passing at 80%?
   c) Review and analyze OAKS assessments (in Fall review final spring data, Winter and Spring progress made thus far)
      i) Review percentile needed for passing at the grade level.
      ii) Review of grade level percentage passing in the first try, second try, and third try.
      iii) Which strands need additional instruction?

2) **What instructional adjustments are needed to improve the health of the core?**
   a) Discuss grade level wide opportunities to make core program more robust for this cohort.
      i) What agreements can the grade level make on common instructional strategies?
         (1) How are you going to make the instruction more explicit?
         (2) How are you going to provide extra guided practice when needed?
         (3) How are you going to provide more corrective feedback to students?
         (4) How and when are you going to have students practice skills independently?
      ii) What agreements can the grade level make on common active engagement strategies? How will you increase active engagement to increase the effectiveness of the instruction?
      iii) What has worked?
      iv) What can you do to improve your teaching of the core to fidelity?
      v) How is your team using fidelity checklists to improve the instruction within the core?
      vi) What are the professional development needs?
   b) What are the common instructional needs of the students in this grade level?
   c) Establish an end of the year goal to work toward for the percentage of student you would like to see in each tier based on assessment data.

Slide 4 — What do our data look like?

What do our data look like?

Slide 5 — Take time to celebrate success
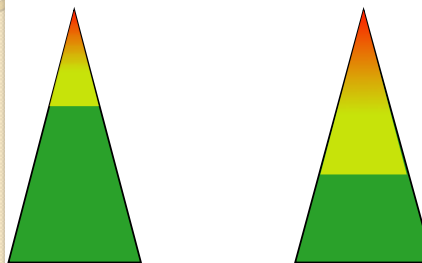
Take time to celebrate success

- What is working?
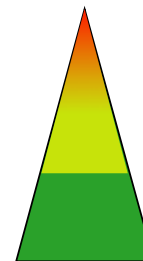
Slide 6 — What do your data look like?

What do your data look like?

If the Core is not meeting the needs of the majority of your students…
…you must ask the question:

"Why?"

"What will we do to improve the core?"

Slide 1

What are the common _curriculum_ needs for ALL students, (based on the data)?

Reading Comprehension

Oral Reading Fluency & Accuracy

Phonics (Alphabetic Principle)

Phonemic Awareness

Vocabulary

Slide 2
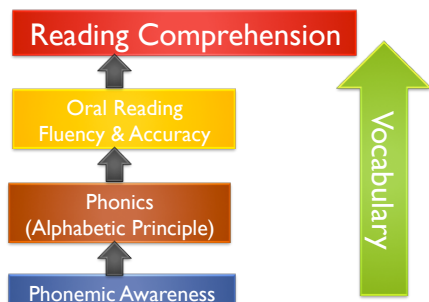
Fidelity to the Core

– Learning Walks

– Core program fidelity checklists

– Dosage

– *Are we all doing what we said we were going to do, the way we were going to do it? - Dosage*

Slide 3

Instructional Routine

- Mastery learning principles to guide instructional planning and delivery
- Principles of effective instruction (e.g., direct instruction, scaffolding, guided practice; informed feedback; pacing of lessons)

Slide 4

Instructional Strategies

- Strategies reflect actions of the adults in the system that change the thinking/ performance of students
- Prioritized to reflect those strategies that will have greatest impact
- Includes teacher modeling of how selected strategies would be implemented
- Research-based; high-probability strategies

Slide 5

Engagement Strategies
Academic Engaged Time

- Instructional match is appropriate for the students and clear directions of what is expected are provided
- Ensure that there is both academic press (high expectations, well structures learning environment) and support for learning (caring environment)
- Maximize instructional relevance (e.g., clearly stated purpose, graph progress toward goals)
- Allow students to have choices within course selection and assignments (Skinner et al., 2005).

Slide 6

Academic Engaged Time
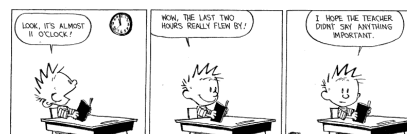
- Increase time on task and substantive interaction through cooperative learning, whole class or group instruction
- Set learning/mastery goals over performance goals – ensure mastery goals permeate the philosophy of the classroom/school culture

Systemic and Professional Learning Needs

◦ Anticipate and be willing to meet the newly emerging needs *based on student performance*

◦ Do teachers have the skills to implement changes to the core?

What agreements can we make around…

…common Curriculum needs
…Fidelity to the core
…common Instructional Routines & Strategies
…common Active Engagement Strategies
…Professional Development needs

Action Plan and Goal

- All teachers agree to hold each other accountable to the action plan created
- Set an attainable goal:

	Current Reality (Winter)	Spring Goal
Benchmark	50%	
Strategic	36%	
Intensive	14%	

What else

- Goals are SMART
- Describes teacher and student behaviors that will be seen if the selected strategies are implemented
- Describes the change in student performance to the expected if strategy is having desire impact
- Establishes interim time-frame to monitor the implementation of the strategy
- Establishes Support Plan

Benchmark Meetings Activity

3-2-1 Activity with a partner

3: Things you want to remember to do at benchmark meetings
2: Confirmed Ideas that you already thought about benchmark meetings
1: New Learning

Grade Level/Dept Meetings

- Built into regular planning – (As we discussed earlier!)
  ◦ Clarify what students must learn
  ◦ Gather evidence of student learning
  ◦ Analyze that evidence
  ◦ Identify the most powerful teaching strategies
  ◦ Build time for collaborative reflection

On-going!

Once Tier 2 and Tier 3 Infrastructures are Built: Who is Responsible?

Implementation of these additional tiers, lead to additional problem-solving responsibilities…

- Data needs to be analyzed
- Diagnostics given, if needed
- Groups Determined
- Logistics: (Who, What, When, Where, How)
- Progress Monitoring Determined
- Documentation Addressed (See Student Success Worksheet Provided)
- Professional development needs determined
- Fidelity Checks
- On-going Decision Making

Once Tier 2 and Tier 3 Infrastructures are Built

The question of, "Which team takes responsibility for Tier 2 and Tier 3 implementation/evaluation?"… has more than one answer.

NON-NEGOTIABLE: Have this question clearly answered.

Once Tier 2 and Tier 3 Infrastructures are Built: Who Takes Lead?

Possible Solutions:

1) Building Leadership Team
2) Grade level/Department Team
3) Combination of Grade Level/Department Team with some assistance from sub-set of BLT.
4) Other

The decision depends on your buildings infrastructure. What makes sense for you?

Tier 2 and Tier 3 Support

- Complicated
- Usually requires additional targeted professional development-Takes time to develop the necessary skills.
- Needs to directly connect to your Child Find Process, so if needed, it's seamless
- Documented Decision-Making Rules/ Protocols are helpful (Ensure consistency)
- Keep linked to Tier 1: It's about the total package that is formed by addition of Tiers.

Tough Lesson Learned…

In absence of high quality instruction…
the RtI framework is
insufficient – it will not work!

When we know better, we do better."
Maya
Angelou

The achievements of an organization are the results of the combined effort of each individual.

Vince Lombardi

Final thought…

"If not us, then who…

In not now, then when…

I didn't get into education to make a little difference…I still want to change the world for kids."   - Roland Good, 2011

My connection…

I've got a feeling…

Thank You!